

# H. A. Hyde Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	H. A. Hyde Elementary School
<b>Street</b>	125 Alta Vista Dr.
<b>City, State, Zip</b>	Watsonville, Ca 95003
<b>Phone Number</b>	728-6243 ext 4575
<b>Principal</b>	Brooke Hofkins
<b>Email Address</b>	Brooke_Hofkins@pvusd.net
<b>School Website</b>	<a href="https://hah-pajaro-ca.schoolloop.com/">https://hah-pajaro-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	44-69799-6049704

## 2022-23 District Contact Information

<b>District Name</b>	Pajaro Valley Unified School District
<b>Phone Number</b>	(831) 786-2100
<b>Superintendent</b>	Dr. Michelle Rodriguez, Superintendent
<b>Email Address</b>	michelle_rodriguez@pvusd.net
<b>District Website Address</b>	www.pvusd.net

## 2022-23 School Overview

Our certificated and classified staff prides itself on the extent to which our students engage in their studies and share a sense of mutual belonging and responsibility in the school. We offer three general education program choices in all grades. The first is English Language Mainstream instruction which is English-only instruction. The second is Sheltered English Instruction (SEI) in which English Learners (ELs) are grouped together and provided with English instruction appropriate to their comprehension and production. The third program is Dual Language 90-10 model, whereby students learn to read and write and engage in all academic areas in both English and Spanish. While student capacity in English in all academic areas is the single most important outcome of this program, fluency in Spanish is developed and supported through all the grade levels and is seen as an important outcome and basis for the students' literacy development.

We also offer three well developed Special Education programs. Students who are identified as having learning disabilities, besides receiving instruction in their regular education classroom, participate in the Resource Specialist Program and receive small group instruction in areas of their specific need. Students who have speech or language issues receive services from our highly trained speech and language specialists. We also provide a robust K-5 program for children with autism.

Teachers at each grade level meet to collaborate every month. These collaboration meetings are facilitated by the grade level mentor, whereby student performance data is analyzed and specific goals are set for leading students to achieving proficiency in the target skills. Strategies are discussed and chosen, then implemented. The teachers meet again to discuss the effectiveness of their strategies and make adjustments if needed. Students are then reassessed and the results are again analyzed to see if the goals were met. The cycle continues, starting anew, either focusing on the same goal or changing to another. Collaboration work also includes discussion of English Language Development (ELD), as well as the CCSS for language arts and mathematics.

We have two reading specialist and three K-3 Intervention teachers that work with students who are far behind in reading. We also offer an extended-day program for students in grades one through five, which serves over 145 students. Students in grades 1 through 5 all receive a trimester each of Art, Music and Science.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	80
Grade 2	84
Grade 3	67
Grade 4	71
Grade 5	88
Total Enrollment	468

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	50.0
American Indian or Alaska Native	0.2
Asian	0.2
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	94.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.2
White	4.5
English Learners	57.9
Foster Youth	0.6
Homeless	25.2
Migrant	7.5
Socioeconomically Disadvantaged	91.5
Students with Disabilities	17.1

## A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.70	89.02	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.80	7.06	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	1.00	3.92	59.80	6.70	18854.30	6.86
<b>Total Teaching Positions</b>	<b>25.50</b>	<b>100.00</b>	<b>893.30</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	1.00	
<b>Misassignments</b>	0.80	
<b>Vacant Positions</b>	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	1.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	
<b>Local Assignment Options</b>	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.10	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

### Computers

All students have been provided a Chromebook and if necessary, a hotspot.

### Textbooks

We choose our textbooks from lists that have been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2020-2021 school year and whether those textbooks covered the California Content Standards.

### Curriculum

The textbooks we use and the tests we give are based on the California Content Standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advanced , Benchmark Adelante/2019	Yes	0%
<b>Mathematics</b>	Bridges in Mathematics (Eng. & Span.) The Math Learning Center/2016	Yes	0%
<b>Science</b>	California Science, English & Spanish, Harcourt Achieve	Yes	0%
<b>History-Social Science</b>	Reflections: A Child's View, Harcourt Achieve; Reflections: People We Know, Harcourt Achieve; Reflections: Our Communities, Harcourt Achieve; Reflections: Making A Nation, Harcourt Achieve	Yes	0%
<b>Foreign Language</b>			NA
<b>Health</b>			NA
<b>Visual and Performing Arts</b>			NA
<b>Science Laboratory Equipment (grades 9-12)</b>	NA	Yes	NA

## School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. <http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairsstandards.aspx>

Year and month of the most recent FIT report

9/20/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			CC 1: Heatch dosent work / 2 lights ot/ window dosent lock Rm 4: Heater dosent turn on Rm 5: Heater dosent turn off
<b>Interior:</b> Interior Surfaces	X			Kitchen: Craks in the wall/ garbage dispodal Office Area: Rm 3: Needs ceiling tiles Rm9: Broken blids
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Rm 2: Door Door closure needs Adgustments/ Blinds are damage
<b>Electrical</b>		X		CC 1: Heatch dosent work / 2 lights ot/ window dosent lock Rm 11: two light bulbes are out/ Rm 19: broken light cover Rm 20: broken light cover Rm 23: broken electrical Cover Rm 6: Outlet loose Rm 7: Lights bulb out need replacement Rm 8: outlet cover missing
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Kitchen: Craks in the wall/ garbage dispodal Outside Staff Restroom: Faucet dosent work Outside Staff Restroom: Faucet handle is broken on sink
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Rm 1: Roof leak Rm 2: Door Door closure needs Adgustments/ Blinds are damage Rm 3: Needs ceiling tiles
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CC 1: Heatch dosent work / 2 lights ot/ window dosent lock Office Area:

School Facility Conditions and Planned Improvements				
				Rm 10: Window dosent close right Rm KA: Door Doesn't lock properly

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		



### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	12	N/A	28	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	9	N/A	17	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	228	226	99.12	0.88	12.39
<b>Female</b>	103	103	100.00	0.00	17.48
<b>Male</b>	125	123	98.40	1.60	8.13
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	219	218	99.54	0.46	12.84
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	0	0	0.00	0.00	0.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	131	131	100.00	0.00	3.82
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	56	56	100.00	0.00	7.14
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	202	201	99.50	0.50	11.44
<b>Students Receiving Migrant Education Services</b>	15	15	100.00	0.00	0.00
<b>Students with Disabilities</b>	38	36	94.74	5.26	0.00

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	228	226	99.12	0.88	9.29
<b>Female</b>	103	103	100.00	0.00	10.68
<b>Male</b>	125	123	98.40	1.60	8.13
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	219	218	99.54	0.46	9.63
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	0	0	0.00	0.00	0.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	131	131	100.00	0.00	8.40
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	56	56	100.00	0.00	12.50
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	202	201	99.50	0.50	8.46
<b>Students Receiving Migrant Education Services</b>	15	15	100.00	0.00	6.67
<b>Students with Disabilities</b>	38	36	94.74	5.26	2.78

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	10.99	7.1	16.22	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	91	91	100	0	10.99
<b>Female</b>	42	42	100	0	9.52
<b>Male</b>	49	49	100	0	12.24
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	87	87	100	0	11.49
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	42	42	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	17	17	100	0	5.88
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	78	78	100	0	10.26
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	13	13	100	0	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	98%	96%	98%	96%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Our School Site Council (SSC) develops, approves and monitors our school plan and budgets. All meetings are open to the community and are held on the third Thursday of every month at 6:00 pm . The SSC has ten voting members: five parents and four school staff members.

Our English Language Advisory Committee (ELAC) represents English Language Learner (ELL) students at our school. Seventy-five percent of our students are classified as ELLs, the vast majority of whom speak Spanish as their first language. The ELAC meets monthly, usually on the first Thursday of the month, and monitors the progress of our ELL students and makes suggestions to the principal and the Site Council as to how to best serve their needs.

Our Home and School Club works to raise funds for school projects, classroom materials, and field trips. It also strives to build our school culture and connections between the school and the families of our student by hosting several social events, such as dances, dinners, flea markets and carnivals. We invite and encourage parents to become members of our parent groups. We hold all meetings in English and Spanish and provide childcare. Contact the school office at (831) 728-6243 for more information about volunteering or for meeting schedules.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	509	489	228	46.6
Female	247	240	100	41.7
Male	262	249	128	51.4
American Indian or Alaska Native	1	1	1	100.0
Asian	1	1	1	100.0
Black or African American	1	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	481	463	214	46.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	24	23	11	47.8
English Learners	292	284	125	44.0
Foster Youth	5	5	5	100.0
Homeless	128	125	58	46.4
Socioeconomically Disadvantaged	461	447	210	47.0
Students Receiving Migrant Education Services	36	36	14	38.9
Students with Disabilities	104	100	63	63.0

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.94	3.68	2.45
<b>Expulsions</b>	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	3.14	0.02	4.40	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.12	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	3.14	0.00
<b>Female</b>	1.21	0.00
<b>Male</b>	4.96	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	2.91	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	8.33	0.00
<b>English Learners</b>	3.08	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	3.13	0.00
<b>Socioeconomically Disadvantaged</b>	3.47	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	3.85	0.00



## 2022-23 School Safety Plan

Our closed campus is clean and safe, reflecting our pride in our community and ourselves. Visitors often comment on the cleanliness and high level of maintenance that is apparent at our school. Staff provides supervision before and after school, and each recess time is well supervised by trained, certificated and classified personnel who are stationed at strategic locations on the playground. We have an anti-bullying program implemented in all parts of our school program and we keep the library open at lunch recess for students who would like to have a quiet place to read. We conduct regular fire, earthquake, intruder/lockdown, and shelter-in-place drills. We have a site safety committee and representation at district safety trainings and meetings.

Our Safe School Plan has two components: people and programs, and the physical environment. The administration, School Site Council (SSC), and District Assistant Superintendent review the plan annually. Our school meets the necessary criteria for both cleanliness and safety to satisfy the requirements of Williams legislation in the county review.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	2	
1	19	1	1	
2	18	2	1	
3	21	2	2	
4	27		2	
5	30		2	
Other	17	4	3	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	32	2	2	1
2	37		2	1
3	35		3	1
4	33		1	
5	33		2	2
Other	22	4	1	3

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	2	
1	23		3	
2	24		2	
3	24		2	
4	31		2	
5	30		2	
Other	18	3	3	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,953.18	\$3,821.89	\$7,272.96	\$68,627.31
District	N/A	N/A	\$4,858.33	\$67,516
Percent Difference - School Site and District	N/A	N/A	39.8	1.6
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	9.8	-25.1

## 2021-22 Types of Services Funded

Qualified students who participate in the Free and Reduced Lunch program and qualify academically have access to free tutoring after school from approved providers (SES). While we have no federal or state grants to provide extra funding for instructional programs other than our after school program, our Home and School Club uses a variety of methods to raise funds to support our school. Some of the fundraising activities this past year included the county wide Toyota Drive for Schools Drawing, popcorn sales, Movie Nights, Dances, pizza nights at a local pizza parlor, a Jump rope for Heart Drive, and a Carnival. Among other things, club members used these funds to support classroom needs, finance field trips, new computers, the fifth grade outdoor science school, new curtains for the stage, a fifth grade dance, and the fifth grade graduation celebration.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$46,666	\$54,370
<b>Mid-Range Teacher Salary</b>	\$64,722	\$82,681
<b>Highest Teacher Salary</b>	\$90,640	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$101,669	\$135,283
<b>Average Principal Salary (Middle)</b>	\$107,221	\$141,244
<b>Average Principal Salary (High)</b>	\$117,462	\$152,955
<b>Superintendent Salary</b>	\$222,832	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	26%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

Our staff, in conjunction with the SSC and the ELAC, examines student achievement in English language development, language arts, mathematics, and science. From this data we determine what areas we should focus on and write into our School Improvement Plan. This year we will focus on English Language Arts and work on our students' achievement in writing (writing strategies) and on English Language Development (ELD). We also chose a third, non-academic goal: School Culture as measured by attendance.

Our school and the district offer numerous training opportunities throughout the year to support our goals for increased student achievement. This year we are focusing on learning about Professional Learning Communities. We are also actively engaging in professional development in the area of ELD. We are also collaborating to build rigorous CCSS curriculum for each grade level.

The primary focus for the 2022-2023 school year has been best practices for differentiating instruction and targeting gap skills to expedite academic growth and achievement.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	4	10